

TOTAL PAGES (24)

30/2 - 022.1

THE BHARAT SCOUT & GUIDE

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Annual Subscription: Rs. 100/- for a year

Advertisement Rates

Cover page 4	Rs. 1200/- for a year
Cover page 2 and 3	Rs. 800/- for a year
All other full page inside	Rs. 400/- for a year
Half page	Rs. 200/- for a year

In This Issue
OFFICIAL MONTHLY ORGAN

OF

THE BHARAT SCOUTS & GUIDES

NATIONAL HEADQUARTERS

16, Ring Road, I. P. Estate, New Delhi.

Vol. 17

February, 1974

No. 2

(2)

Phone No. : 271544

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Annual Subscription : Rupees Five only

Advertisement Tariff

Cover page 4	—	Rs. 1200/- for a year
Cover page 2 and 3	—	Rs. 800/- for a year
All other full page inside	—	Rs. 400/- for a year
Half page	—	Rs. 300/- for a year

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the bhārat scout and guide monthly magazine

Approved for use in all Educational Institutions

Vol. 17.

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No. 2

Message of the Chief Scout of the Commonwealth

The Chief Scout of the Commonwealth sends you the following message for Founder's Day 1974.

"In these days we are being made to realise more and more that it is the duty of all of us to conserve the wild life of our world for if even one of the many species of animals and plants disappears we, and those who come after us, will be the losers.

This has led to a great drive to conserve the wild life of what a famous naturalist has called "Spaceship Earth" and all Scouts are gladly taking part in this great project.

While the preservation of our wild life is important it is equally important to preserve other things. Are not many of the valued traditions and skills which were developed over hundreds of years by our forefathers to make the world an easier place to live in worthy of preservation too? We must not allow them to be swept aside or lost in the name of so called progress.

Let us retain the good things from the past and building on these firm foundations, use them to make a better present and the best possible future for those who come after us."

Lord Charles Maclean

Chief Scout of the Commonwealth

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Sea Scouting

By

Skipper Kaiki B. Godrei

Sea-Scouting is Scouting on Water

Skipper's Yarn No. 1

Sea Scouting must be understood as a branch of Scouting, and is a form of Scouting Activity which is performed on Water. There are many misconceptions about Sea Scouting which need to be cleared Viz.,

(1) Most important point to remember is that a Sea-Scout is first and foremost a Scout, i. e. he must imbibe the spirit of a Scout.

(2) Life and adventures of a Sea-adventurer (tradition of Seamanship, Sea-Venturers, Sea-Dogs) form the back ground of Sea Scout, as do the attributes of backwoodsman, explorer and frontiersman in the case of a Scout.

(3) It fosters the spirit of adventure and encourages the instinct to explore new territory which is the main interest of Scouting, but with this difference that where a Scout explores the land, a Sea-Scout's territory is water. In other words, a Scout does his hiking on land whereas a Sea-Scout does his cruising on water—be it sea—river—lake—tributary—canal or for that matter any stretch of water.

(4) A Sea-Scout does, as local facilities exist, boating, sailing, sculling, canoeing together with other pione-

ering projects building rafts etc. There is tremendous satisfaction in paddling rowing or sailing your craft to its destination.

(5) The hobby of amateur seamanship or watermanship is encouraged; knots and more difficult but useful knots to sailors are learnt. There is nothing more fun than messing about in Boats.

(6) It provides a more adventurous but somewhat different programme for older and dashing Scout.

(7) First thing to clearly understand is that Sea-Scout training is not training in Ship-work, and Scout-Masters are not necessarily professional sailors or instructors. The Scout-Master has to provide training and games in Nautical setting.

(8) Do not dump details of Navigation etc. to start with, if you do that you will start on the wrong foot.

(9) Enthusiasm of the boy is an asset in all Scouting. Keep the enthusiasm going, play up to it and get best results. Start slowly on simple boat work, gradually build on it. B. P. said "Softy, softy, catchy monkey".

(10) Our first job is to get the right spirit, call it Sea-Sense. Once this is done

efficiency will automatically follow.

(11) "Sea-Scouting does not necessarily involve being at the Sea-side. Inland places can raise and train locally quite efficient Sea-Scouts". Think of rivers, lakes, canals, any patch of water that can take a canoe or a dingy—such a place can form centre of aquatic activities.

(12) Throughout the Sea-Scout activities run the usual principle of scout training in four directions viz Character Training, Health Skill and Service.

(13) In the initial stages, Sea-Scouting should start from ordinary Scout troops—one Patrol at a time—with boys 13 years plus to 18 years, who have completed their Tenderfoot Tests and gone half way through Second Class Tests atleast; remembering again that Sea-Scout training is in addition to and not in substitution for the Land Scout training. Sea-Scouts should therefore pay just as much attention to ordinary Tenderfoot, Second Class and First Class Tests as any other Scouts, through they will naturally take special, keen and deep interest in those proficiency badges which pertain to Sea, such as Swimmer, Rescuer, Oarsman, Boatman, Sea-Fisherman, Weatherman Signaller, Starman.

(14) Before entering a boat a boy should be able to swim 50 yards in short and be able to float. This will give confidence to the boy on water and make him feel at home in water.

(15) Do not hesitate to take help from an old Sailor or Sea-man or local fisherman to teach boat work and use whatever kind of boat is available locally.

(16) If you follow all the rules of safety at Sea or "Safety on Water" the risk at Sea

or on water is very much less than the risk in walking on the road. Any wise Scoutmaster will enforce these rules in his Sea-Scout work on water.

(17) Within reach of most of us should be a craft of some sort, and a stretch of water and willingness to deal with snags as they come.

(18) Scouting is a game, so is Sea-Scouting. Every game has its rules and rules of the game must be obeyed by the players. Rules are intended to see that Sea Scouting is tackled in a Seaman like sensible way and that all prudent precautions are taken.

(19) Scouter in charge or whosoever is in charge of a boat must be competent to handle it and must possess Charge Certificate. Also the boat must be Sea-worthy.

(20) B.P. as a Boy did Sea-Scouting without calling it so in a small craft with his brothers—and on this background Sea-Scouting is built. Hence when you start Sea Scouting start in a small way, all you need is :—

Summing up :—

Boy Swimmer, a boat or craft locally available (beg or borrow for use if you can't own it) and a stretch of water of any kind Less than 12" of water can take a small canoe.

"The idea of Sea-Scouts is to sound the call of the Sea in the ears of our boys of our cities and seaports, and to give them an elementary training which may be useful, whether in starting them on a Seaman's Career or in making them handy men for any branch of life."

"a stretch of water, a boat and a boy, make adventures of Sea Scouting a joy".

Seminar On Rangering for Village Welfare"

In course of the last two three years, the Bharat Scouts & Guides has taken up special projects for taking Rovering/Rangering to village. Under a Pilot Project launched in U.P. under the dynamic leadership of Dr. (Miss) K. Sabarwal, State Commissioner (Guides) fifty villages in the District of Lucknow were taken up and a Special Programme of Grameen Rangering to suit the needs of the village women was introduced. The results achieved were very encouraging. It is our endeavour to start similar projects in other States also.

In order to give an opportunity to other States to know what U.P. State is doing under this Project a Seminar on "Rangering for Village Welfare" was organised at Gandhi Bhavan, Lucknow from 14th to 18th January 1974.

Thirty one Guiders/Commissioners from 10 States viz. Punjab, Haryana, Mysore, Northern Railway, Southern Railway, Central Railway, U.P., Meghalaya Maharashtra and West Bengal participated in the same.

The Seminar was inaugurated by Shri A.P. Shinde, State Minister for Food and Agriculture on the 14th January 1974 at 4.30 P.M. Miss Lyn Joynt, World Director of World Association of Girl Guides and Girl Scouts was the Chief Guest. She had come to India specially to be present at the Seminar throughout its sessions.

Papers were read on the following topics by eminent persons mentioned against each topic :

(1) Problems of villages in India with special reference to Family Welfare and Planning"—Dr. M.P. Saksena,
Assistant Director,
Department of Family Planning Lucknow.

(2) "Population Education through Rangering"

—Miss T. Barma
Dy. Chief Commissioner (Guides)

(3) "Training Ranger Leaders for village work Approach and Technique"

—Dr. (Miss) K. Sabarwal, State Commissioner (Guides), U.P.

(4) Socio—Economic Problems and the way to solve them in Rural areas".

—Mrs. A. Pandit,
Programme Officer,
Department of Family Planning.

As Mrs. Pandit could not be present on the 17th Mr. Silvanu, a Social Worker from Lucknow dealt with the subject in detail.

5. "Functional Literacy and its implementation."

—Dr. Miss K. Sabarwal,
State Commissioner (Guides), U.P.

The participants were divided into four groups. After every paper was read, group discussions were held and the findings of

each group were again discussed in the Open Session.

Besides the above Sessions, a visit to Pahar Nagar was arranged to see the work which is being carried out by U.P. State. Miss Joynt and others were very much impressed to see the achievements of the U.P. State. A cultural programme was arranged on the 15th evening at Ravindra-laya. A grand Camp Fire was organised by the Northern Railway State Bharat Scouts & Guides on the 17th evening. The visitors

and delegates were entertained at Tea after the Camp fire

H.E. the Governor of U.P. Shri Akbar Ali Khan had invited the delegates at Tea at the Raj Bhavan on the 15th January 1974. On the closing day. Smt. Ganapati Rai, Social Worker from Lucknow organised tea in honour of Miss Joynt and other participants.

Detailed report of the Seminar will be printed in the next issue.



The World Association Ranger International Certificate

The Ranger International Certificate was devised as a result of a widespread desire on the part of the Ranger Branch to have an international challenge, common to Rangers of all Countries who are members of the World Association of Girl Guides and Girl Scouts.

Object

Its object is to widen the horizons of Rangers by learning about other Rangers, to help them towards a better understanding of international organizations of goodwill and to encourage them to undertake worthwhile service as a unit.

Conditions

The certificate should be undertaken voluntarily and a minimum of 66 per cent of

the Ranger Unit, which may include Leaders, must participate in each item.

A Ranger Unit completing the syllabus satisfactorily qualifies for the Ranger International Certificate issued by the World Association and signed by the World Chief Guide and the Director of the World Bureau.

A unit which has qualified for the certificate may enter for it again as often as desired and a new certificate will be given each time the syllabus is successfully completed.

Syllabus

1. Have a knowledge of an international organisation (other than the United Nations Organisation or one of its specialized

agencies covered by Clause 2)—one of whose objects is the promotion of international goodwill, and with whom the World Association of Girl Guides and Girl Scouts co-operates which functions in the Ranger Unit's own country and spread knowledge of its work. This can be done either by practical work, for this organisation or by giving a talk. (See pages 35-40 for list of international organisations).

2. Have as a project, for the time in which the Unit completes its challenge, the study of one of the specialized agencies of the United Nations, having first acquired an elemental knowledge of the working and functions of the United Nations itself.

3. Have a knowledge of the organisation, functions, publications, etc., of the World Association, and know which countries are members.

4. Arrange and run an international camp fire, this preferably to be given to a group of Guides/Girl Scouts and/or the general public, but the audience must be larger than the Ranger Unit.

Or

Arrange and run an international evening

to include illustrated talks (i.e. films, slides, etc.) to interest a group of Guides/Girl Scouts and/or the general public, on two countries of different continents, mentioning their culture, religions, industries, customs, famous people etc.

5. Learn about the Ranger Branch in another country, its work and setting (educational, family and social environment), choosing preferably a country in a continent other than the Ranger Unit's own. If possible this should include correspondence and the exchange of Ranger material with another Ranger Unit.

6. Undertake some form of service for under-privileged or handicapped people in the Unit's own area, and learn something of the work being done for such people on an international scale in this field.

(Note : This may be a service project undertaken as part of item 1.)

OR

Obtain sufficient knowledge of one or more foreign languages so as to render service in an international capacity such as interpreters, guides, aids, etc., at an international conference, meeting or gathering.

South Calcutta Bharat Scouts & Guides

"A Scout & Guide Group of South Calcutta runs a Library for its members : Bulbul, Cub, Scout & Guide. If anyone would kindly help the Library by sending book on Scoutcraft or allied subject, no matter if it is old, the members would be highly obliged. Old copies of 'The Scout' or 'Boys Life' are cordially welcome. All books or magazines may be sent to The Group Leader, 24th Asoka Group, South Calcutta Bharat Scout & Guide, 7A Dover Terrace, Calcutta 19. Language : English or Bengali."

Padolina Library

In memory of the late Mr. G.R. Padolina, the Bharat Scouts & Guides, have set up a Library in a newly constructed building at their National Training Centre at Pachmarhi. This important addition to the various facilities offered at the Training Centre is expected to fill a long-felt need.

The single storied building that has been specially constructed to house the Library consists of a hall, two rooms and a reception counter. It is located in the main camping area and is accessible to Scouters and Guiders and others without having to pass through the respective training grounds.

The Library was formally opened by Dr.

M.N. Nafu, Vice-President of the National Council and a veteran Scouter of India, on 15th October, 1973. The function, brief but solemn, was attended by members of the National Council of the Bharat Scouts and Guides. Speaking on the occasion, Dr. Nafu recalled the services rendered by the late Mr. Padolina to the cause of Scouting in the Asia-Pacific Region as its first Regional Executive Commissioner, and his great friendship with Indian Scouting. It was through his sense of dedication, foresight and humility that the regional concept was evolved, established and given a shape. In him India had found a friend who understood scouting

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in India, and who was always found willing to offer his help and assistance whenever needed.

The National Commissioner, Mrs. Lakshmi Mazumdar, also paid a glowing tribute to Mr. Padolina in whose memory the Bharat Scouts & Guides had established this Library, where it is also proposed to have a Documentation Centre. Mrs. Mazumdar said that offers of donation of books and other material of Scout/Guide interest had started reaching the National Headquarters. Some of this material was rare

and very valuable. She invited the members of the National Council to help the Library to achieve its goal of serving the needs of the present and future members of the Movement. She offered a personal contribution of Rs. 1,000 towards the project.

Earlier, Shri Dharma Vira, the newly elected President of the National Council, spoke on the utility of the Library and the Documentation Centre, and announced that he would arrange to get donations of about Rs. 10,000 towards equipment and fittings of the Library.

The Quest of the Spiritual

The tenth clause of the Scout Law is "A Scout is clean in thought, word, and deed."

From the Man's Point of view

Winning and keeping self control of my body, feelings, and thoughts, so that I may be as strong as possible to serve God in my generation. Becoming increasingly keensighted, through purity, thus gaining the vision of the Spiritual Power which will in the end crown with success my persistent efforts.

Expansion :—A Rover on this quest looks with slowly but steadily clearing vision through the mystery of physical creation to the Majesty and Love of the Creator, steadying himself by self control. He learns how his difficulties as regards sexual control have come into being, and what useful purposes these difficulties serve in helping his character development. He learns how Spiritual values are higher than physical pleasures, and so gets a first glimpse of what will eventually reward his struggle for self discipline.

With somewhat clearer vision he takes up the study of Religion, and learns something of his duty to God, including worship of Him, as well as good deeds done for Him. So begins to function in a new sense, the sense of the Spiritual, and his first vague exploring becomes transformed into questing with a purpose, namely, the attaining of the vision

of the Eternal, and the achievement of comradeship with God—the joy that no man, not even himself, can take away. So comes the victory of Spiritual joy over the previously enticing and enthralling sensual pleasure which blinded his eyes, weakened his efforts, and confused his purpose in life.

Illustrative Suggestions

A. Preparatory Work.

1. Arrange discussions of the Rover obligations as regards cleanliness in thought, word, and deed, with reference always to the main purpose of better service to God and mankind. If this objective is not kept in view such discussions lose half their value. Get real experts to explain to individual members of the Crews how to face up to their problems. Sentimental appeals do harm more often than good.

2. Promote the study and practice by each Rover of his own form of Religion, including its obligations, its work of inspiration, and its purpose. The many possible subjects include : study of the Bible and of other sacred literature ; comparative religion from the practical point of view of the Rovers ; tracking out the Self-manifestation of God in Nature and human life ; practical teaching as regards prayer ; the origin, history, aims and achievements of various religious denominations, etc.

3. Encourage study of such proved sources of inspiration as the story of the Holy Grail.

4. Form small classes for the more careful and intensive study of the manifestation in this world of the Holy Spirit of God.

5. Promote the reading of good books, and explain how the nobler thought thus accumulated will crowd out the bad and base.

B. Practical Application.

1. Form a "Round Table" of Rovers to help in definite religious work in connection with Churches, etc. They should aim at introducing where needed such other clauses of the Law as the third, fourth, eighth, etc., and in connection with the ninth, help the

Church to be self-supporting.

2. Study Creation in all its forms, not alienating the physical from the Spiritual, as is too often done, and then make a point of teaching others, in the Movement or outside.

3. Indulge in healthy occupation and realise the deep Spiritual values latent in simple pleasures.

4. Practise self-devotion to God in service, study, faith, prayer, meditation, and worship.

5. Join with one or two others in hikes for the special purpose of comparing experiences of the Spiritual when these begin to come. Mountain and sea scenery will be found helpful.

Report of Functional Literacy Seminar linked with Agricultural Development

(Continued from last issue)

'A' Study of local environment—Operative level.

The monographs on Agricultural Development in Thailand, particularly in Khonkaen and in the Nongwai area which were presented and discussed in plenary session gave a broad spectrum of general policies, targets and problems of development. These objectives and problems served as basic assumption used by the Team in conducting a more detailed study of the local milieu whose main objective was the definition of suitable strategy of educational interventions.

The local milieu was understood as a situation contract within which a given target group of the farmers would be induced to change their ways of thinking and doing and to react according to their own views.

(1) Villagers used for context study.

Team 'A' selected Banlerng a farming community some 12 kms. from the City of Khonkaen with population of 821 persons living in 115 households. The village has an elementary School with 23 students and 8 teachers teaching grades 1 to 4.

(2) Methods and tools used.

Team designed a questionnaire which covered the following areas (a) Agriculture and Livestock (b) Attitude towards education (c) Marketing channels and facilities, and (d) Production factors in rice cultivation. Observation techniques in gathering additional data is also used. The Team presented their survey instruments to a limited sample of population. Based on the result of the pretest, the team revised and finalised its questionnaires and interview guides.

(3) Selection of Target Group.

The Team used judgemental or purposeful sampling in selecting its target group which consisted of 34 persons—23 men and 11 women. Some of the farmers had to be interviewed in the field while they were at work.

(4) The needs and problems derived from the survey findings may be summarised as follows :—

(i) Generally low level of education of villagers.

(ii) Annual income of farmers still low, compared with the more developed agricultural countries.

(iii) High level of knowledge about fertilizers and pesticides but low level of adoption and application.

(iv) Use of high yielding varieties of seeds still uncommon and not widely practised.

(v) Farmers are not properly and effectively organised and irrigation water not properly utilized during the dry seasons.

(5) Implementation of survey findings.

(A) The survey is indicative of the kind of educational programmes that should be designed for the target groups. The needs and problems thus identified should serve as the basis for determining the training objectives

and the content of learning units to be developed.

(B) Learners profile.

The Team used literacy test which consisted of two main parts :

(i) Measurement of reading skills and

(ii) Measurement of computation skills both mental and written and the visual perception test.

Careful analysis of tests gave the following results, out of 25 farmers 9 were illiterate, 10 were semi literate and 6 were literate.

The correlation between the two tests were quite high. The literacy class group scored lower than the villagers group perhaps because their educational attainment was lower. The visual perception test showed that the respondents easily identified the message of picture without background details.

Men scored higher in all the tests. The number of years spent in School showed no influence on the respondents visual perception ability. Visual perception regressed rapidly beginning with age 55. The highest score were obtained by age group 18—29 but the age group 45—49 scored higher than the age group 30—34.

(c) The Educational Programme.

The second week of the seminar was devoted to the designing of an appropriate educational programme on the preparation of curriculum materials adopted to the need of various target groups. These exercises were learner-centred not teacher-centered. The materials prepared were in the form of learning experience which took into account the needs and problems identified during the baseline survey and the educational level by target groups.

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1. Defining instructional and training objectives Team decided to concentrate on two main curriculum areas. The why's and how's of pest control and proper use of fertilizers.

(2) Determining the contents of and constructing the learning experience.

Team adopted problems solving approach, which took into account the relevant need and prepared two learning experiences. For the literacy class, one of its target groups, They are

(1) Proper use of Manure and Fertilizers.

(2) Pest Control.

For the farmer group the Team applied the same learning experience units but used different methodology adopted to the specific needs educational level and interests of farmers.

(3) Method and procedure used.

Team used the demonstration and group discussion methods as these two methods seemed to be the most appropriate in meeting their respective purposes and goals. Procedure followed were

(1) Motivation

(2) Presentation of the problems for discussion.

(3) Group discussion.

(4) Integration of communication and vocational skills.

(5) Selection and training of literacy instructors.

The feasibility of carrying responsible degree depends on level of competence of the instructors so the selection is very important factor to consider.

The selection of the functional literacy instructors did not offer much problem since

the selection was made from among those already teaching in existing classes. Teachers selected were males.

(5) Training and orientation :

The training was conducted by the teacher for four days in the morning at the seminar House. Members of the Team demonstrated how to teach certain learning unit. Usually the learning unit for the day followed the procedure outlined by the team.

The training or retraining of the functional literacy instructors was given great importance by the team because the successful implementation of functional literacy exercise would depend on the quality of their performance.

Implementation and Evaluation :

The implementation of educational programme in the village was done in accordance with the objective of integrating various components of programme with development objectives both at macro and micro level. The integration of communication skill with technico-vocational as well as behavioural aspects was shown in the construction of learning experiences particularly in the selection of the curriculum content.

Evaluation :—

Team prepared built-in evaluation instruments which consisted of pre-test, an observation check list and post test which were administered during the implementation of the learning experience unit, without any significant waste of time.

Some significant findings discovered by the Team are that it overestimated the level of intellectual ability and skill of learners while underestimated their level of technical know-how.

Some of the major criticism were : the activities were too numerous ; the pace was too quick and many concepts were not explained in depths.

Implementation of the second learning unit, both in the literacy class and the farmers group, showed significant improvement in the learners and the instructors performance.

Conclusion :

(1) Functional literacy is as a tool for economic and social development.

(2) It is as a counterpart of Agricultural Development.

(3) Field operational seminar is as a self-learning exercise.

(4) Field operational activity was conducted with the following framework.

- Identification of general objective.
- Identification of problems and needs.
- Understanding the learners profile.
- Formulation of specific training ob-

jectives

—Development of learning experience units.

—Implementation of learning experience unit.

—Evaluation.

These are not clear cut, although they are interrelated steps in the whole field operational process.

(5) Limitations :—

Participants had to rush from one stage to the next in a superficial understanding of the research process ; questionable reliability and validity of data and limited conclusions.

Second—Cultural handicap such as language were always present because the seminar was conducted on the regional basis. These handicaps impose difficulties in the implementation and evaluation of the learning experience.

On the whole, the seminar was a most challenging and educative experience.

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Our National President in Allahabad

In response to an invitation extended to him by the U.P. Bharat Scouts & Guides, Shri Dharma Vira, President of the National Council of the Bharat Scouts & Guides, paid a visit to the State Headquarters on 8th November. He was received at the Allahabad Railway Station by the State Chief Commissioner and other office bearers. The Scouts of U.P. and Northern Railway State Associations presented a guard of honour to the President at the railway station. On his arrival at the State Headquarters the Scouts of the Bharat Scouts & Guides Higher Secondary School and the Guides of the D.P. Girls Inter College presented a guard of honour. After being introduced to the office bearers of the State Association, Shri Dharma Vira was escorted to the Meeting Hall where a brief function was held to welcome the President. In his welcome speech, Shri R.K. Bountra, the State Chief Commissioner, paid tributes to the qualities

of the head and heart and eulogised the valuable services rendered by Shri Dharma Vira to the country in various administrative capacities and as Governor of West Bengal, Punjab and Karnatak. Shri Bountra recalled that Shri Dharma Vira was a Scout of the Sewa Samiti Boy Scouts Association established by Pt. Madan Mohan Malviya and Dr. H.N. Kunzru and received training from Shri Sri Ram Bajpai.

The State Secretary, Shri P.N. Sharma, then read out an address of welcome and presented it to the President. Shri Dharma Vira in his reply traced the history of the Movement in India from the beginning and its achievements in training young boys and girls in good citizenship. A Camp Fire was also arranged and Shri Dharma Vira was immensely happy to be with Scouts & Guides and appreciated the various exhibits prepared by the students of the B.S.G. Higher Secondary School.

National Council Meeting

At the 23rd Meeting of the National Council of the Bharat Scouts & Guides held at the National Training Centre, Pachmarhi, on 14th October, 1973, the following message was received from the President Sir C. M. Trivedi :

"I was looking forward to attend the Meeting of the National Council at Pachmarhi, but I much regret that owing to circumstances beyond my control it will not be possible for me to be there. My term for six years as president will end as soon as a new President is elected, and I take this opportunity to bid good bye to all members of the National Council, to thank them most heartily for their co-operation and kindness to me during this long period and to wish them the best of luck. The movement has witnessed much progress in several directions during the last six years, and my felicitations to the National Council on their achievements. In particular, we must all feel grateful to Smt. Lakshmi Mazumdar, our National Commissioner for devoted service and inspiring leadership. As chief executive head of this Association, she has not spared herself and I venture to say that she lives solely for the movement.

I send my very best wishes to the new National Council, the President, the National Commissioner, other office bearers and members of the Council. They will no doubt take stock of what has been done, of the tasks

ahead, and how they are to be tackled. The tempo of the movement has to be stepped up both in numbers enrolled and the quality of those enrolled; training facilities at all levels have to be strengthened; such State Associations as are not dynamic enough have to be strengthened and vitalized; the same applies to District and Local Associations. We must also cast our net wide and go out to rural areas. We must seek the close co-operation of State Governments their Education Departments at all levels and Zila parishad and panchayat Samitis. Above all, we want more workers with spirit of service.

Although my official connection with the movement will end, I would very much like to be in touch with all that happens in the Organisation and to enable me to do this, perhaps the National Commissioner will consider the question of sending me all literature usually sent to members of this National Council.

Once again, I express my deep gratefulness to the National Council for their great support to me all this time. It has been a pleasure and privilege to me to be president, and I have greatly enjoyed my two terms as

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President, particularly as the office is one which, by the Constitution of the Association, does not load the president either with much work or much responsibility."

Shri Dharma Vira, newly elected President addressed the members as follows :—

"Mr. President and Friends :

I am conscious of the deep honour that you have done to me by electing me as your President following the footsteps of Sir Chandulal Trivedi. You have set standard which might be difficult for me to live up, but nevertheless I will try my best to do what I, possibly, can, to further this movement which I consider to be a movement of great national importance, because it is only in this movement that we catch the children at young age and inculcate in them not only love for their motherland but also their duty to serve their fellow-human beings. We teach these things to them not by giving them learned lectures but they play and they learn these very important nation-building things. I became a Scout in 1918 or 1919 when the Seve Samity Scout Association came into being under the late Shri Sriram Bajpai, although I moved away to many other activities since then, my interest in Scouting has not abated. I have always considered it to be one of the most useful movements for building up our nation and it is in that light that when it was suggested to me by my friend Shri Kondajji Basapsa that I should agree to be nominated for the office of President I acquiesced. I did it not to covet any honour but did so in spirit of humility to do my best for a Movement, to which I am beholden. I consider it to be very important, particularly in these days when values are increasing and when we are going

through many phases of disorder and hardship in our country which is disturbing the national mind about future of our country. It is important in these days to produce citizens who are dedicated to their country, citizens who are imbued with the desire and determination to work for the good of the nation. Well, we see around us the blackmarketing, adulteration, robbery and corruption. It is essential that we should try our best to produce citizens who will rise against these mal-practices and who will give a lead to the people to do away with these malpractices and to give a firm lead to our people through our national association. We have to take the teachings of the movement to the children and not only to the children but also to grown up boys and girls so that we might, thereby, live in a better world.

Though I am involved otherwise in my own things I shall certainly do my best to find as much time as I can for your work so that this Movement can progress and prosper and we all, can render real service to our country. I have no doubt that I have your good wishes in this regard and also from Bowdi-Lakshmi Mazumdar who is here and who is dedicated heart and soul to the movement and who has been doing so much for this movement for the past many years. I have a feeling that the Government is not giving as much importance to this movement as they give to others like the N. C. C. etc. I feel that this movement should be given much more importance by Government. We will have to create such a climate whereby more people become conscious of their responsibility in regard to Scouting and Guiding. I do hope that the people

working in this Movement will also go to their Governments and impress on them that this is the cheapest way of building up the citizenship and that they should take it up energetically. Thank you

very much for the honour that you have conferred on me. I certainly look forward to working with you all in close co-operation in the years to come.

"Thank you very much".

The World Wildlife Fund

President

H.R.H. The Prince of the Netherlands

G.C.B., G.C.V.O., G.B.E.

Director General

Dr. F. Vollmar

1110, Morges, Switzerland,

INDIAN NATIONAL APPEAL

President : Shri Fatesingh rao

Gaekwad,

Vice President ; Shri Zafar

Futehally,

Hon. Secretary : Col T. K.

Mukerjee,

Hornbill House 5, Bhagat Singh Road,

Bombay 400 001

Telephone : 257277

22nd January, 1974

Dear Mrs. Mazumdar,

The World Wildlife Fund may be known to you through intimation from the World Scout and Guide Bureaus, but we are enclosing herewith some literature that gives an indication of the nature of our organisation and its concern with our natural environment. The purpose of this letter is to contact you for assistance on the drawing competition detailed in the attached note which has been issued by the Boy Scouts World Bureau and of which you may already be having a copy. The last date for submission of national entries has been extended to 31st March and we would, therefore, very much like to ensure that India participates in this inter-

national competition particularly since it is the focal point of Operation Tiger. As you may be aware, the Government of India under the direct initiative of Prime Minister Indira Gandhi, has launched a Rs. 5 crore project to save the Tiger for posterity, India today probably holds the only viable population of tigers and unless strenuous efforts are made for its protection, it may soon be a species that is lost to the World through extinction. The World Wildlife Fund has pledged itself to raise one million dollars throughout the world to support the Government of India's efforts to save the tiger and the World Bureau of the Boy Scouts has promised to

lend its full support to this worthwhile cause.

The Indian National Appeal of the Wildlife Fund is of fairly recent origin (launched in 1969) and has extremely limited organisational and staff resources. In view of the limitation of our resources, we would be quite unable to arrange for "on the spot" drawing competitions with the tremendous organisational work involved in the limited time available. We are, however, thinking of approaching schools to hold this competition themselves and to send their best entries. In this we would earnestly request your assistance as follows :

- (1) Please intimate to all appropriate state and regional representatives of the Boy Scouts and Girl Guides organisation that they should kindly extend their active assistance if requested to do so by our representatives.
- (2) Please request your administrative office to let us have a copy of an All India list of schools giving, in addition to the names and addresses of the school, its size and medium of instruction. If this is not available centrally, could you kindly ask all state representatives to have these sent to us directly.
- (3) Could the Scout masters assist the

Art master in each school in conducting this competition ? If so, could this also be disseminated ?

We would be most grateful if 8 copies of your intimation to the various regions could be sent to us for forwarding to our representatives together with a list of the names and addresses of the Commissioners in each State who could be contacted.

In case you feel this should be organised differently, please do let us know. Also, if there is any aspect on which we could be of assistance to the Scout and Guide movement in India, we shall be very happy to do so. Meanwhile, we are taking the liberty of arranging to send you some of our publications from time to time.

Wishing the Scout and Guide Movement in India all success in 1974.

Your sincerely,
(Col. T.K. Mukerji)
Hon. Secretary.

Enclos :

Literature.

Mrs. L. Mazumdar,
National Commissioner (Scouts & Guides),
National Headquarters,
16, Ring Road,
Indraprasta Estate,
New Delhi.

(21)

Boy Scouts World Bureau Bureau Mondial Du Scoutisme

Circular

- Circulaire

Case postale 78, 1211 Geneva 4,
Switzerland

Circular No. 21 of 1973

6th August, 1973

The Four Points Programmes

A Joint World Scout Bureau—World Wildlife Fund Programme

The close cooperation which has been established between the World Scout Bureau and the World Wildlife Fund International during the last year, was endorsed by the 24th World Scout Conference in Nairobi, Kenya, July 1973 through the following resolution :

"Conservation"

'Re-affirming the intent of its Resolution 12/71 on Ecology, the Conference welcomes the establishment of the World Conservation Committee ; notes with pleasure the joint World Scouting/World Wildlife Fund "Declaration of Intent" to cooperate closely in matters of Conservation ; endorses the *World Scouting/World Wildlife Fund Four Point Conservation Programme* and urges

National Associations to negotiate similar cooperation and joint activities at national level.'

In accordance with this resolution, we would like to invite all member countries to adopt the four projects as described in the attached brochure 'The Four Point Programme'. Please study this brochure and send in the slip requesting further information if you need it

Note particularly that the time for the drawing competition of Operation Tiger is very limited and in order for your Association to be able to participate in this part of the Operation Tiger Campaign, information on the drawing competition must be issued to the members of your Association *immediately*. For complete information see the attached 'Invitation to participate in the Drawing Competition of the Operation Tiger Scout Campaign.'

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invitation to participate in the drawing competition of the operation tiger scout campaign

See details about the Operation Tiger Campaign in the Four Point Programme Brochure.

The Operation Tiger Scout Campaign in brief

All youth members of your Association are invited to participate in this competition by making a drawing of the tiger and the other jungle animals listed below. The best drawings from each country will be selected and sent to WWF International where the 20 best drawings from all over the world will be selected. Eventually these drawings will be printed in sheets consisting of 20 stamps each. These stamps will then be available, free of charge, to Associations to be used as a fund-raising tool for the Association's international and national conservation actions.

The drawings

Each participants in the competition should draw one of the following animals:

1. Spotted deer (Chital)
2. Wild Boar
3. Porcupine
4. Langur Monkey
5. Common Peacock
6. Panther/Leonard
7. Wolf
8. Indian elephant
9. Python
10. Mongoose
11. Sloth Bear
12. Hyena
13. Wild Buffalo
14. Indian Rhino
15. Tiger

As you will notice most of these animals appear in the Jungle Book and should therefore be quite familiar to most scouts.

All drawings should be horizontal on 4 size paper (297/210 mm—11 $\frac{3}{4}$ " x 8 $\frac{1}{4}$ "). Techniques to be used are water colours, crayon drawings and oil paintings. Pictures should be in colour and should be clear and not too complicated as they will have to be reduced for reproduction as stamps. No slogans (wordings).

Selection of the best drawings

All drawings should be sent to the National Scouts Association which will select the best 6 drawings of the Tiger and the best of one of each of the other 14 animals (20 drawings in all).

These 20 drawings have to be sent to the Education Officer, WWF International, 1110 Morges, Switzerland who will be responsible for the selection of the 20 winning drawings. When making the selection, take the above mentioned conditions into consideration.

Prizes

It is suggested that an Association give some kind of prize to the National winners. The artists of the 20 drawings selected by the WWF International for painting will receive a special prize and certificate.

Time

The drawing competition starts during the World Conference in Nairobi, July 1974. Each Association must send its 20 best drawings to the WWF International before 31st March, 1974. On this date the selection of the drawings for the sheet of stamps will be made.

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**the bharat scouts and guides, national head-
quarters equipment department, new delhi**

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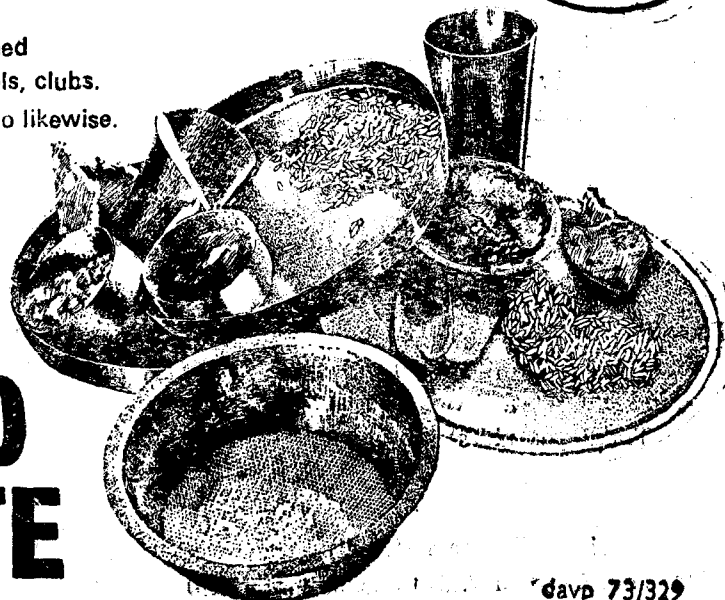
FOOD

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davp 73/329

Published by : Shri S. K. Das for the National Headquarters of the Bharat Scouts & Guides
16, Ring Road, Inderaprashta Estate, New Delhi, (India) and printed by him at :
Saraswati Printers, Main Road, Gandhi Nagar, Delhi-31. Tel : 213315